

Inspection date	10 February 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Observation, assessment and progress regarding the next steps in children's learning are not always completed in a timely manner or linked to planning, in order to meet children's individual learning needs.
- The quality of teaching is varied. This is because some staff over direct children and do not give them time to think about, and solve, simple problems independently.
- On occasions, staff do not follow the nursery policy for administering prescribed medicines to children.
- Staff fail to complete a risk assessment of the garden and to make potential hazards safe before children use the area for a planned activity.
- Parents are not consistently encouraged to contribute their views to assessments made of children's learning, or to share what they know about children's development.

It has the following strengths

- Staff are sensitive and kind to children. They take time to settle children into the nursery and ensure children's care needs are well met.
- Children learn to manage their behaviour well. They follow the example set by staff and play cooperatively together. They learn to share toys and activities and to respect the views and needs of others.
- The well-qualified manager and her team have clear aspirations to improve. Self-evaluation provides an overview of the improvements they wish to make. In addition, they have targeted additional training to ensure continual improvements in practice.
- Partnerships with other professionals and other settings are well established and successfully provide continuity in children's care and learning.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ improve the quality of planning and assessment to consistently include the next steps in children's learning, so that adults have an accurate understanding of children's skills and abilities, in order to provide challenge and accelerate children's progress 	10/08/2016
<ul style="list-style-type: none"> ■ ensure that all staff give children time to think, respond and solve problems for themselves 	10/05/2016
<ul style="list-style-type: none"> ■ ensure that written permission is obtained from parents for all medication administered to their child, as stipulated in the nursery's policy 	10/03/2016
<ul style="list-style-type: none"> ■ keep a written record of each time a medicine is administered to a child 	10/03/2016
<ul style="list-style-type: none"> ■ improve the staff's understanding of the need to be aware of potential hazards in the garden and that they must take steps to manage these effectively before children play outside. 	10/04/2016

To further improve the quality of the early years provision the provider should:

- encourage parents to contribute their own information when reviewing children's ongoing progress.

Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector spoke to members of staff and children at appropriate times during the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector sampled children's progress records, planning and a range of documentation, including the safeguarding policy, accident and medication records.
- The inspector checked evidence of suitability and qualifications of staff working with children, the nursery's self-evaluation form and improvement plan.

Inspector

Amanda Forrest

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. Regular training ensures that staff understand child protection procedures and act appropriately to safeguard children. The manager implements a range of policies and procedures to assist her in the effective running of the nursery. However, she has not ensured that the policy for administering medicines has been stringently followed by all her team. For example, written permission to administer a particular medicine is not always obtained from parents and a written record of what has been administered is not maintained in the nursery. The manager works directly in the room with children; this helps her to actively support staff in their professional development. In addition, regular supervisions are in place. Parents are very happy with the service provided. However, the ongoing partnership with parents is not fully effective. Not all parents are sufficiently encouraged to share information about their child's learning and achievements at home.

Quality of teaching, learning and assessment requires improvement

Staff do not use their qualifications and knowledge consistently and the quality of teaching is variable. Staff provide a varied range of activities to promote children's learning and development in all areas. However, staff over direct children during activities and daily routines, as they give them a long list of directions to follow. This means that some children quickly lose interest and do not have time to think and respond. Staff support children to develop their skills ready for starting school. For example, welcome time includes name recognition and a malleable dough activity to extend children's concentration. Creative activities which staff provide develop children's physical skills as they squeeze tweezers to skilfully pick up small objects and collect them in a dish. Children explore mathematical concepts, such as larger and smaller, and accurately identify colours as they build an obstacle course outdoors. Monitoring and tracking of children's progress are inconsistent. Although staff make observations of children's play, they do not use these in a timely manner to plan appropriate challenges to extend children's learning. This means children do not make the best possible progress.

Personal development, behaviour and welfare require improvement

The bright and airy environment is well resourced. Caring and understanding staff help children to settle and play happily. Staff teach children healthy routines by encouraging them to take regular exercise and to enjoy daily nutritious snacks independently. Comprehensive risk assessments are in place for indoors and the garden. However, staff do not always make stringent, routine safety checks to ensure that all areas they use are suitable and remain safe for children. For example, checks on resources outdoors are not routinely completed before children use the garden. This means that staff do not detect that stagnant water has accumulated inside play resources that are accessible to children.

Outcomes for children require improvement

Children make sufficient progress and most are working within the typical range of development for their age. Children are learning to socialise and to develop the skills needed for the eventual move to school.

Setting details

Unique reference number	EY477550
Local authority	Leeds
Inspection number	977716
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	14
Name of provider	Helen Birch
Date of previous inspection	Not applicable
Telephone number	07576736707

Beanstalk was registered in 2014. It operates from Hillside Business Centre in Beeston, Leeds. The setting is open 8.30 am until 11.30 am, Monday to Friday, during term time only. There are currently four members of staff. Of these, two hold a recognised childcare qualification and the manager holds a Qualified Teacher Status. The nursery provides funded early education for two-, three- and four-year-old children.

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